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ABSTRACT

A program to be used by teachers working with children at the stage of emergent writing, generally kindergarten and grades 1 and 2, and based on recognition of young children's development, is outlined. The project operates on the premise that children can independently learn to write by writing if they are immersed in the appropriate social and psychological setting where the individual's development and stages of writing development can be coordinated with the help of teacher interactions. The setting and procedure that make up the developmental environment are described. The stages of writing development are outlined in detail, including the precommunicative, semi-phonetic, phonetic, and transitional stages and the linguistic and writing behaviors typical of these stages. Illustrations are provided, with student and teacher comments included. A section on teacher interactions provides sample questions and comments to foster student efforts and success. A brief bibliography is appended. (MSE)

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A Program To Foster Literacy: Early Steps in Learning To Write

by
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FL014291

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Note: *A seven-minute video presentation jointly produced by the authors and the Career Preparation Television Program of Eric Hamber Senior Secondary accompanies this program. The video is available from I.M. Reading, 3956 West 34th Avenue, Vancouver, BC V6N 2L5. Telephone 263-9239.*

INTRODUCTION

In September 1982, we undertook a project to investigate the progress of early writers as they discover written language for themselves. It was a joint project co-operatively undertaken by teachers from Grade 1 classrooms, Learning Assistance and English Language Centres in one school.

The intent was to design and field test a program which may be used by teachers working with children at the stage of *Emergent Writing*. This stage covers the period from which they first try to record meaning in print until the stage at which they come to independently progress toward conventional forms. Most of the school children at this stage are found in Kindergarten and Grades 1 and 2, but they may also be found in higher grades amongst those who require second language or learning assistance.

This project was based on the premise that young children can independently learn to write by writing if they are immersed in an appropriate social and psychological setting.

The objectives of our project were:

1. to confirm that emergent writing is a developmental language learning process with meaning as its central focus;
2. to discover the social and psychological environment which encourages children to actually engage in the hypothesis-testing process prerequisite to all learning;
3. to confirm the guiding principles which nurture the growth of emergent writing;
4. to confirm that children's written communications reflect their existing understanding of written language and gradually evolve through successive approximations toward the conventional form;
5. to describe and field test an alternate route for early literacy instruction to accompany *A Program To Foster Print Awareness: A First Step in Learning To Read* (Dobson and Hurst, 1982, published by BCTF Lesson Aids Service.)*

*The authors received the 1982 B.C. Hilroy Award for this reading program.

THE PROGRAM

This writing program is the outcome of our investigations.

The illustrations are from the work of children in Grade 1, collected as data for *The Progress of Early Writers as They Discover Written Language for Themselves* (Dobson, 1983). The Kindergarten data came from a preliminary investigation into early writing (Chow, in preparation). The Grade 2 data came from a classroom curriculum currently being developed (Nucich, in preparation).

The developmental sequence that follows uses the labels applied by Gentry (1982) to describe a developmental analysis of spelling. This program has adopted the use of these labels but has expanded their application to include some wider aspects of writing. This sequence proceeds, not from an adult's logical analysis of the task, but from observations of what children are actually doing.

It is our intention *not* to provide a teacher-proof program *but* to extend an invitation to teachers to co-operatively join their students in the exciting exploration of the process of becoming literate.

Objectives of the program

1. to have children learn to write by writing;
2. to establish a nurturing environment conducive to children's progress through the stages of writing development;
3. to use the guiding principles which were confirmed as fostering the growth of emergent writing;
4. to use the Stages of Writing Development provided, in order to identify the levels at which children are working;
5. to facilitate the children's progress toward the next stage;
6. to respond to the children's writing in keeping with the Teacher Interactions.

Principles which nurture the growth of emergent writing

These guiding principles, as originally compiled by Hurst (1982), were confirmed as nurturing the growth of emergent writing.

1. Provide a warm supportive setting rich in interactions and demonstrations of functional oral language and literacy.

2. Emphasize the *process* of writing rather than the product, allowing generous periods of time to explore and experience the process.
3. Respond to the intended meaning of the children's writing first. Some attention can be paid to form, but only when the children indicate they are ready to use it in their work.
4. Present the writing task as a problem-solving enterprise in which the children learn to write by writing using their initiative and all the resources at their disposal to discover the meaning and to solve problems of form.
5. Expect children to come up with their own topics to ensure that the writing is meaningful and purposeful from their point of view.
6. Encourage the children to use their own illustrations as a source and support for their writing.
7. Accept the children's own representations of written communication as a legitimate indication of their conceptualization of the writing task.
8. Expect a developmental progression in the children's writing efforts, over time. Have confidence that errors are natural rather than habit-forming and that the children will self-correct errors in direct relation to their stage of development.
9. Evaluate individually both in terms of the developmental progression and in terms of their own oral language.

DEVELOPMENTAL ENVIRONMENT

Setting

A key element is the establishment of a social and psychological environment consistent with the guiding principles. This is not a laissez-faire setting, but is rather a setting in which the expectation is made clear that it is the children's responsibility to produce original writing, daily. At the same time, the teachers must project confidence in the children's ability to solve their own problems within the process. The quality of the teacher-child interactions is the crucial factor in this environment as is illustrated under Teacher Interactions.

Procedure

Use the program within a regular classroom or resource room setting, which prominently displays a sample alphabet and many examples of environmental print. Facilitate child-to-child interaction by using an arrangement of tables or joined desks. Groups can be changed from time to time so that the children will be exposed to each other's work without being subjected to the negative aspects of group dynamics.

Provide each group with a large set of colored pens, pencils or crayons. Notebooks allow the teacher to easily maintain a complete collection of the children's writings and to record intended messages and significant comments. The teacher should be flexible in providing a daily writing period of up to 40 minutes and should be aware that some children may continue to work on one piece of writing for several days. Shorter periods of writing time will be usual for Kindergarten children.

Tell the children to draw an interesting picture and to write about it. Give encouragement to the children to use their own ideas. Do not initiate any activity or directly provide any help. Some children may not be willing to write at first, and this should be anticipated and accepted. Some will request help, seeking to spell correctly from an adult point of view. These children need encouragement and support to write in the best way they know. This will involve functional spelling based on their own perceptions of the sound system of the language and the accuracy of their visual memory of word units. Some may begin with just their name.

Carefully observe the children's strategies as they write and try to see the process that they are going through. When the children have completed their story and illustration, expect them to read it to you. Respond verbally to the intended meaning rather than to its form. Date significant stories and make a corresponding record of the message or event on the back cover of the children's notebooks. These notes will become an important resource which can be analysed to reveal the strategies and processes the children are using as they progress.

Accept every piece of writing as a legitimate expression of meaning. Children will then write a great deal with a surprising attention span and complete many notebooks. Accumulate notebooks to provide a continuous record of progress. A longitudinal look through successive stories readily reveals children's progress and enables the teacher to concretely share the children's

growth with administrators and parents. Evaluate the children's progress in terms of the developmental progression laid out under the section of the Stages of Writing Development.

STAGES OF WRITING DEVELOPMENT

THE PRECOMMUNICATIVE STAGE

This stage is characterized by young children's first attempts to write, whether it be scribble writing, mock alphabetic writing (circles and lines), or alphabetic writing (series of letters). The primary feature of this stage is that the young writers do not operate with an understanding that letters have a correspondence to sound units of English. As a result, precommunicative writing attempts are not readable by adults.

Many products of early writing appear to be more like cursive writing than print. In observing and interacting with the adults around them, children role-play the experiences in which they hope to participate. The children's experimentations with the variety of forms found in their environment will allow them to test out hypotheses on what conventional print looks like and what writing does.

Observations of young children involved in their writing tasks produced one single characteristic which can be said to be representative of all beginning writers, namely, that they have differentiated between writing and drawing. What became increasingly apparent in our sample group was that the more immature the children were as writers and the less defined their concepts were about writing, the more varied their early writing behaviors were.

Within our sample group, several patterns of early writing behavior were observed. They were all clearly evolving toward the more discernible stages within a continuum of writing development.

Precommunicative writers show both non-alphabetic and alphabetic forms of writing. Within each form, there appears to be a general developmental order. However, children follow their own individual patterns of development crossing over between forms while maintaining the general sequence of the continuum within the forms.

A framework for understanding the levels of children's development of writing is provided as a guide.

Non-alphabetic forms

1. no message intended in writing

2. message intended either through a word or sentences but writing and drawing are generally unrelated

3. message intended either through a word or sentences
   writing and drawing are related, labelling is much in evidence

Alphabetic forms

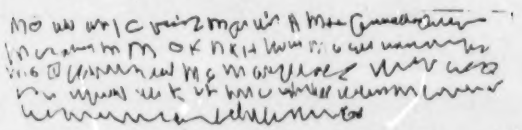
1. no message intended in writing

2. message intended either through a word or sentences but writing and drawing are generally unrelated
   generally limited repertoire of letters with occasional number symbols interspersed with letters
   children may copy print in the environment

3. message intended either through a word or sentences
   writing and drawing are related, labelling is much in evidence
   occasionally children use their own names as part of the alphabetic string although they do not recognize it as such; for instance,
   T: "I see your name."
   C: "No, that says airplane."

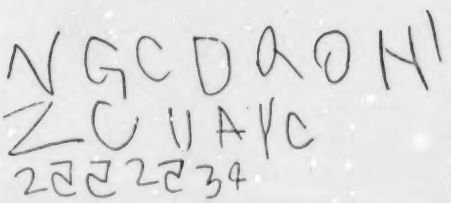
Level 1
No message intended through writing.

Non-alphabetic writing



Teacher: Does your writing tell a story?
Child: I don't know.

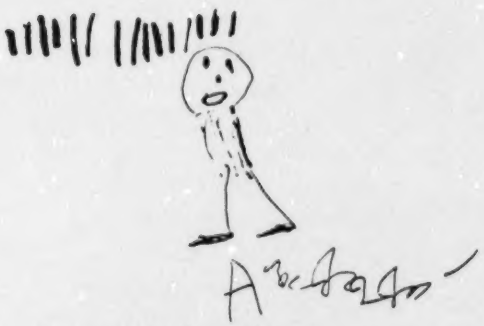
Alphabetic writing



Teacher: And does this tell me a story?
Child: That's writing.

Level 2
Message intended but no relationship between drawing and writing.

Non-alphabetic writing



Teacher: Tell me about your story.
Child: Hen (picture).
Teacher: And what does this say? (writing)
Child: Good night.

Alphabetic writing

Child: (told a story about Superman and bad guys)
Teacher: Does your writing tell your story?
Child: No, that's money.

Level 3
Drawing and writing are related.

Non-alphabetic writing

Child: The rabbit's going to the fair.

Alphabetic Writing

Child: Santa Claus is coming now. I can see his presents and I just peep in one eye and I see Santa bring present for me.

Caution: Some children have had limited experiences with print and may enter school still in the prewriting stage. These children have not yet differentiated between "writing" and drawing.

Briefly, precommunicative writers:

1. may intermingle "writing" with drawings;
2. may or may not show directionality;
3. repeat letters because of a limited repertoire of letters;
4. may intersperse number symbols with letters;
5. show a preference for upper-case letters;
6. may mix upper-case and lower-case letters;
7. show a lack of understanding that letters have a correspondence to sound units of English.

It is crucial that children be allowed to experiment with the various forms found in their environment. Only through experimentation can children make hypotheses about written language.

When the children's writings demonstrate the use of particular letters or letter combinations to represent sound units in their oral language, they are moving into the semi-phonetic stage. Movement from one stage to the next is not sudden and complete but flows and overlaps into it.

THE SEMI-PHONETIC STAGE OF DEVELOPMENT

At this stage children systematically use letters to represent words or parts of words to convey their message. This stage is characterized by the children's ability to partially map the letter-sound correspondences. They now use the conventional left-to-right orientation although some continue to reverse occasional letters.

The form of the children's representations will be unconventional in adult terms but it reflects the children's existing understanding of the writing system. An analysis of many children's writing reveals a regularity in development across children.

Caution: Accept the children's functional productions which are seldom random but reflect their process of reasoning. Each child is unique yet patterns appear that relate to all children.

Form

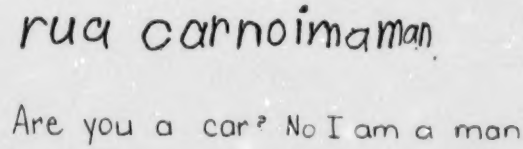
1. Printing in upper-case letters gradually gives way to a predominant use of lower-case letters.

Caution: This is a natural development which occurs as the children gain experience and confidence.

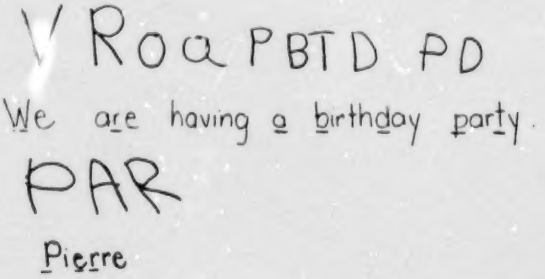
2. As children learn letter names they use this knowledge in their writing:

a. if the sound of a word is the same as a letter name; for example,

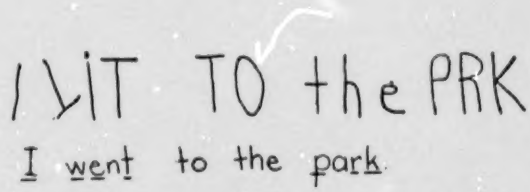
C = See R = are U = you

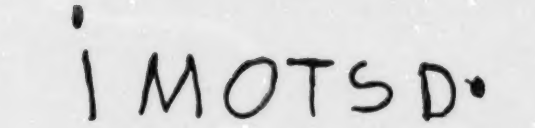


b. if the children's perception of the sound of part of a word is the same as a letter name.



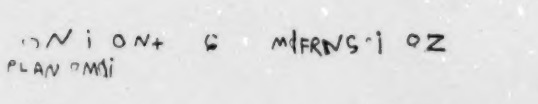
c. children at this stage use the letter name that is closest to the sound of the word or word part they wish to represent; for example
L = /el/; H = /ch/ or /sh/; M = /am/ or /em/
Y = /w/; V, F or D = /th/, N = /en/.





I am outside.

d. multiple strategies are harnessed in the children's representations.



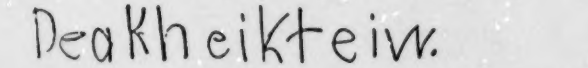
When I went to my friends I was playing with Mai

The shape of the mouth is used to find the proximity of *O* to /w/. A classmate's name, Mai, is also used to represent *my*.

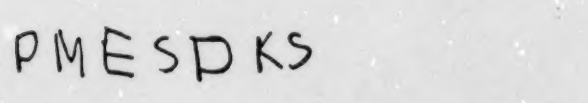
Caution: Do not worry about this functional or "incorrect" spelling becoming a habit. The children re-spell each word as they encounter it and use more conventions as they become aware of them.

3. As the children become aware of sound/symbol correspondences beyond letter names, they begin to incorporate them into their representations.

a. The children use single letters, usually the first letter, to represent words or syllables.



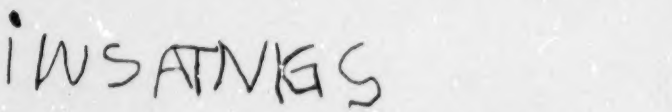
This is a ghost house and a ghost and a witch.



Pacman he saw a ghost.

Superman is good.

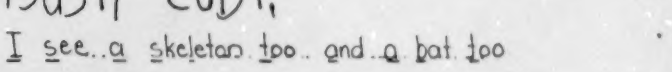
b. The children then provide a functional phonetic representation for most of the perceived consonants.



I was at my Grandma's.

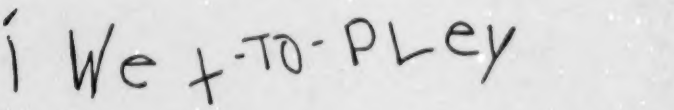
4. Once children become aware of the need of segmentation between thoughts or words, they fulfill this in different ways. They use;

a. spaces between phrases or clauses



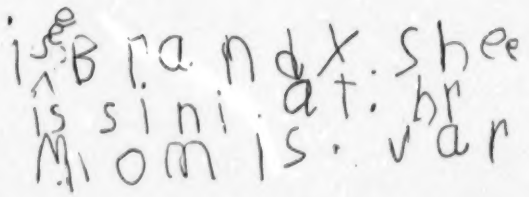
I see a skeleton too and a bat too

b. dashes or vertical lines



I went to play.

c. periods



I see Brandy She is singing and her Mom is there.

Syntax
At this stage, children attempt to produce writing that reflects their existing speech. It is primarily a production process in which the children write as they speak. Some find it hard to slow down their talking to match the rate at which they write, therefore they may omit words. Children may lose the precise wording of their message as they write, which will then cause them difficulty as they attempt to reread it. Nevertheless the rereading will retain the meaning.

Initially, much of the problem-solving is at the spelling level. The children use simple, but complete sentences. They seldom separate sentences with punctuation marks.

Meaning
The children's drawings become more elaborate at this stage. The context is shared pictorially and orally with accompanying conversations. Therefore, the children only feel the need to provide a partial comment in writing.

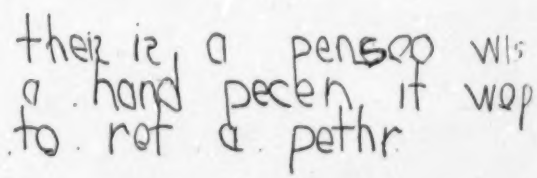
They often share the subject of their writings with their classmates before beginning to write. It is unnecessary, and even interfering, for the teacher to motivate or suggest topics.

Following the writing, the children will probably rush to a teacher to read their selection. The teacher must be a real audience who wants to hear, rather than correct their texts, as the process continues to be of primary importance to the children, rather than the product.

Children demonstrate that they are moving into the phonetic stage when their writing is incorporating many of the surface sound features of words, particularly vowels.

THE PHONETIC STAGE OF DEVELOPMENT

Form
At this stage children exhibit the ability to provide a total mapping of the letter-sound correspondence. All of the surface sound features of the words being spelled are represented in the spelling.

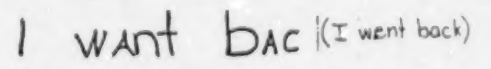


'This is a pencil with a hand picking it up to write a picture/pi_ther/

Children systematically develop particular spellings which function to represent certain details of the sound units of speech.

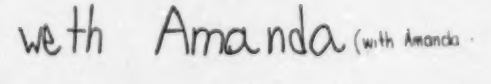
Vowels
Children use vowels in the appropriate places, but the vowel used is not always the expected one. Typical short vowel substitutions are:

A for /ɛ/



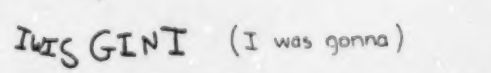
I WANT BAC (I went back)

E. for /ɪ/



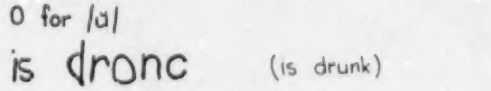
WETH Amanda (with Amanda

I for /ɒ/



IWIS GINI (I was gonna)

O for /ʊ/



IS dronc (is drunk)

These functional spellings are typical of this stage of development. The children have organized their own classification of the vowel sounds on the basis of their perceived place of articulation in the mouth. Teachers may think that the children are not attempting to auditorally discriminate between vowel sounds. On the contrary, they are using their own sense of phonological discriminations of sound units in the English language in a systematic matter.

Caution: Do not confuse them by correcting their perceptions. They need a lot of writing time in which to experiment before progressing toward the conventional form of vowel representation.

Consonants
Children indicate their own phonological judgments in their use of consonants also. Common examples are:

ch for /t/ or /tr/
chicocheing (trick or treating)

I like, chran (train)

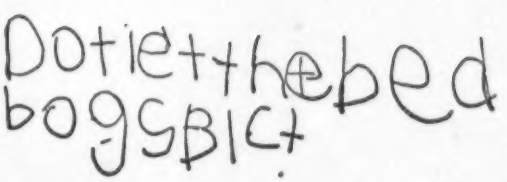
t for /ed/
I Jumpt up (I jumped up)

D for /th/
Ds is a (This is a)

Consonants may be added.

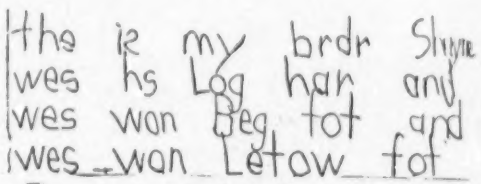
gowing (going)

When a nasal, /n/ or /m/, occurs before a consonant, the children almost always omit it from the spelling.



Don't let the bed bugs bite

Reversals
Reversals are still common at this stage. *b-d-p* and *I-l* are often confused. Some children solve these problems by using the upper-case form.



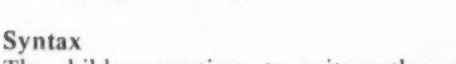
This is my brother Shayne with his long hair and with one big foot and with one little foot.

Capitalization
Children at this stage usually use lower-case letters but continue to capitalize the words they think are the most important. These are names, the first word in a story, and other significant nouns.

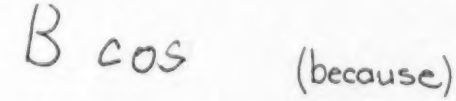
I went to Shoping
I boy a Apple
(bought)

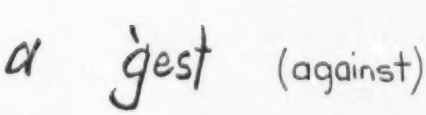
Once children begin to capitalize the pronoun *I* it is usually consistent.

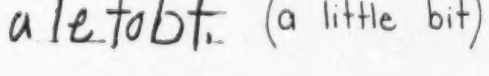
Syntax
The children continue to write as they speak, but use grammatically complete sentences.



They understand that words should be separated, but are still puzzled as to where those separations occur.

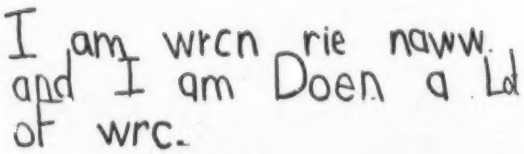






The children often begin their communications using frame sentences which begin: *This is, I like, I see, I am.* They use them even when they have not been taught to do so. It seems to be their idea of how a story should begin. Stories are usually written in the present tense although *I went* and *I saw* frequently introduce stories as well.

Suffixes are not represented in the conventional form. The children either a) omit the ending entirely in the written work, but supply it when rereading, or b) use a phonetic representation of the ending.



I am working right now and I am doing a lot of work.

Meaning
If children are expected to write, they will write, as part of their daily routine. Their writing seldom has the quality of a story. They relate their own experiences or events that are important to them. Through observation teachers can learn a good deal about these interests. Our investigations in 1982-83 revealed strong interest in PacMan, hockey, family, friends, houses, rainbows, princesses, flowers, knight-riders, E.T. and super heroes.

The children continue to seek out the teachers as an audience. (We often could not read their work ourselves so we recorded the date and the message related to us on the back page of their notebooks.) Children will share their written communications with any trusted adult who genuinely wants to hear what they have to say.

Caution: The teacher must establish an environment of acceptance in order to create that trust.

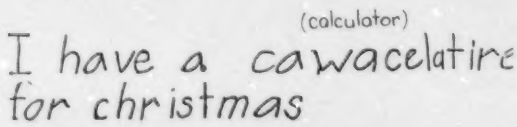
Pupils work independently and do not inquire "Is this right?" Teachers, therefore, are free to observe the children's writing for what they are saying and how they are saying it. They respond to the meaning and do not correct the children's books. In this way children are encouraged to trust themselves and take risks. In this hands-off approach teachers accept where the children are, and only ask the questions or provide the answers that are meaningful to the children at their particular stage. See the Teacher Interaction section for examples of questions and responses which have been found appropriate.

Children demonstrate they are moving into the transitional stage when they begin to use an increasing number of conventional spellings.

THE TRANSITIONAL STAGE

Form

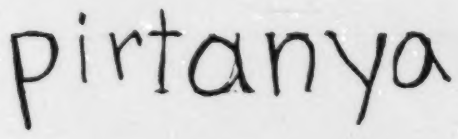
During this stage the writer undergoes a transition from reliance on phonology or sound for representing words in spelling to much greater reliance on visual and morphophonemic representations, which incorporate aspects of grammar and meaning. Instead of confining their strategy to a sounding-out technique, the children begin to use sight words as visual units. However, they continue to rely on a phonetic strategy for unfamiliar words and so continue to feel free to express themselves fully.



They also exhibit the ability to use rhyming words and play with word families.

"You spell 'book' *B-O-O-K*. To write 'look' you just change one letter—take away the *B* and add L" (Bissex, 1980, page 15).

They may use known sight units within longer words. In the following example Tanya's name is used to spell Britannia.

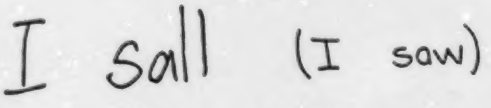


Children may transpose letters within a word; for example, SIWM. These errors should be accepted as advances toward visual spelling and teachers should refrain from correcting them.

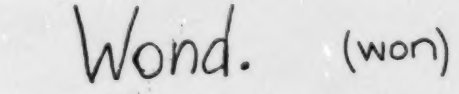
Caution: Do not confuse these spellers by suggesting they return to the earlier stage of sounding out.

It seems that this transition to standard spelling occurs as the children become more experienced readers. The better readers make a quicker transition. They begin to detect morphophonemic rules in their reading and apply them in their writing. They experiment with the rules, often overgeneralizing them, much as beginning speakers do. For example, children will use overgeneralizations of:

a. visual spelling

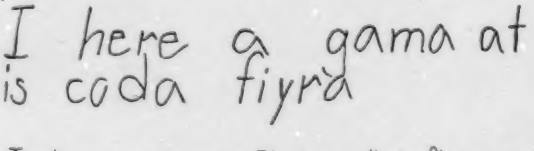


b. regular past tense



Sometimes children seem to have a feeling that something is required, but can't think quite what it is.

One child used A on the end of words for some time before discovering it was *E* that was required.

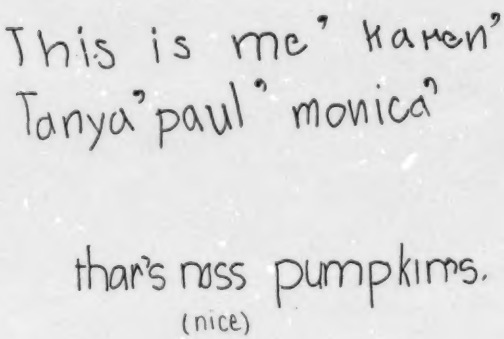


I have a game. It is called fire.

This is a time of integrating sight and sound strategies in the spelling of words. It is this integration which is crucial to future development.

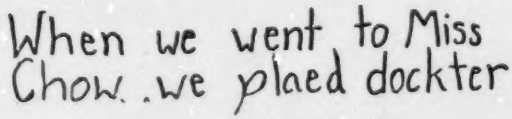
Caution: Children need considerable time and writing experience in this stage. Do not push them toward correct spelling.

Children become aware of punctuation and experiment with periods, question marks, exclamation marks and apostrophes. The period stabilizes first at the end of a piece of writing. Sometimes it is used at the end of every line of print. Such over-generalizations of usage occur with the other punctuation marks as well.

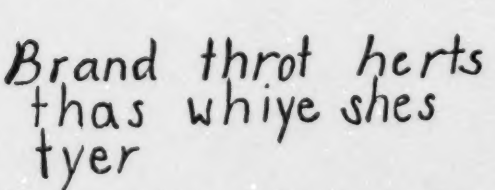


Syntax

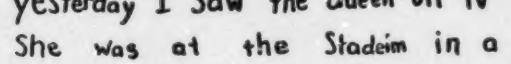
The more complex thoughts being expressed give rise to the use of a greater variety and complexity of sentence structures. As in oral language development, when the need arises, children will experiment with new structures but one should not expect their experiments to be correct. The following examples are taken from Grade 1 work:

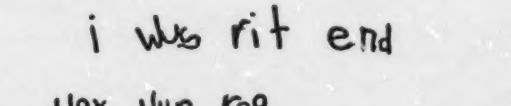


When we went to Miss Chow, we played doctor.

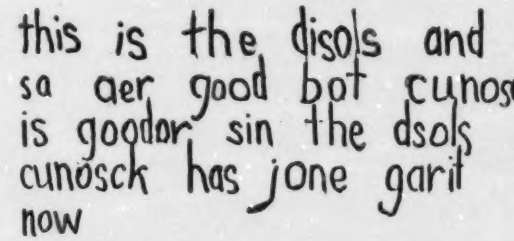


Brandy's throat hurts, that's why she's tired.



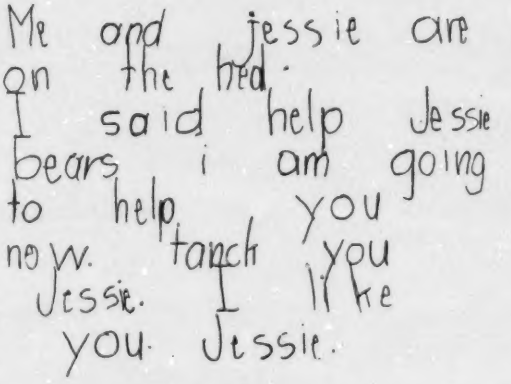


I was right and you were wrong.



This is the Devils and they are good but the Canucks is gooder than the Devils Canucks has John Garrett now.

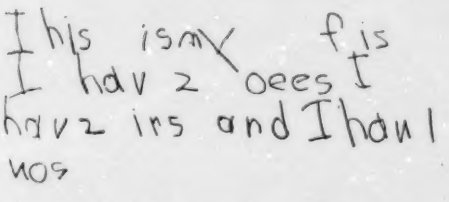
Conversation appears in their stories:



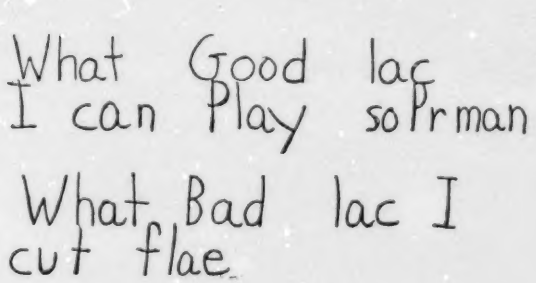
Me and Jessie are on the hill. I said," Help, Jessie! Bears!" "I am going to help you now." "Thank you, Jessie. I like you, Jessie."

They can now analyze language to the point at which they play with words through rhyme and repetition:

are you a tree no?
are you a rug no.
are you a hudesno?

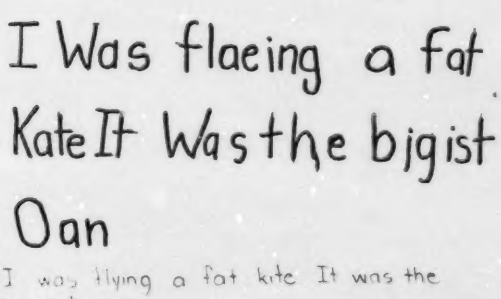


This is my face. I have two eyes. I have two ears and I have one nose.



What good luck I can play Superman.
What bad luck I can't fly.

They can use *-ing* and *-ed* successfully and experiment with other suffixes as well:

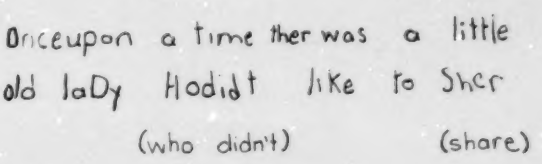


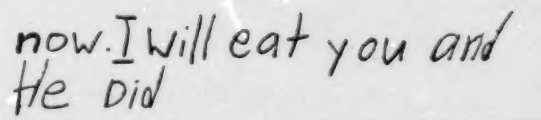
I was flying a fat kite It was the biggest one.

Caution: Learning is not a linear process but one of gradual synthesis and integration. As children advance in one aspect, they may regress in another. Allow this regression. Children must feel free to experiment and take risks if they are to reach their potential.

Meaning

Now that spelling is more automatic, the children write much more. They continue to choose topics that interest them but expand these to express more complete thoughts. Many children write their story first and illustrate it afterwards or not at all. They move from real events to imaginary ones. Their stories begin to show a beginning, middle and end, and the writing of a story may extend over several days and encompass four to five pages. They begin to adopt story-telling conventions such as:





Now I will eat you and he did.

They rewrite favorite stories such as *The Three Pigs* and *The Little Red Hen.*

Though journal writing still predominates, other types of writing become common:

- story-telling
- songs
- poetry-like word play
- a detailed reporting of events such as TV programs and hockey games
- riddles

The children often give their completed stories to the teacher and say "You read it to me." They are proud that the teachers can now decipher their work with its close approximations to con-

ventional written text. They also look for new audiences. Reading to the class becomes popular.

This is the start of publishing for a wider audience in which the need to write according to the conventions becomes purposeful.

When children begin to incorporate many visual and morphophonemic aspects in their writing, they demonstrate that they are moving into the correct stage.

TEACHER INTERACTIONS

Initially, teachers must respond in such a way as to establish trust and acceptance of all work, drawing and writing. Therefore they should:

- accept drawings as the planning stage of writing;
- ignore blank paper while praising other children for their efforts;
- respond to requests for an assigned subject with "surprise me";
- provide generous opportunities for teacher-child and child-child oral discussion;
- encourage children to reflect further on their writing by:
  - further discussion for confirmation;
  - questions leading to oral discussion;
  - an offering from the teacher's own experience.

Once trust is established and a child is confidently trying out strategies without concern for external standards of correctness, the teacher should comment upon:

- their appreciation of a child's story (the content, not the form);
- a child's functional strategies, by such comments as:
  - I like the way you used....
  - How clever! You worked that out for yourself.
  - I like the way you tried it. (Even if the attempt is not yet conventional.)

Children may request help with spelling and composition or may seek reassurance about their work. Allow considerable time for the children to solve their own problems and become unavailable to persistent questioners. Teachers responses could be:

- Do it your way.
- How would you do it?
- Tell me what you are thinking.
- What do you think? (The child has the option whether to self-correct or not.)
- I know you can solve that problem.
- Show me the way you would spell it.
- What do you think it looks like?
- How does your mouth feel when you say it?
- Don't worry about the spelling, you can fix it up later.

Caution: Insufficient help is preferable to too much. Children must retain control of and responsibility for the writing process.

Once a child is handling the mechanics of writing fluently, spend a short time immediately following the writing in a one-to-one conference-like situation. Ask questions to encourage self-correction and expansion. Some effective questions are:

- Can you read it with your finger? (this helps the teacher to decipher and the child to self-check)
- Where does it say that?
- How do you feel about that?
- What happened next?
- Tell me more about....
- What happened to....
- Who? Where? When?
- How does it end?
- You've made me very curious about....
- You've made me want to know more about....

Following the discussion, ask the children to expand on one question in their writing.

- Can you tell me that in writing?
- Can you explain that in your story?

Caution: Be sensitive to children's readiness or willingness to make adjustments on their original draft. In the early stages, revisions are generally restricted to additions at the beginning or the end of their writing.

Appropriate comments on the writing product which emphasize the meaning rather than the form are:

- I can read your whole story myself.
- I can see your story has a beginning, middle and end.
- I like the way you explained....
- I like the interesting words you used.

- Oh, you are the first one to write....
- Aren't you smart, you got the idea from.... (for example, a fairy tale).

CONCLUSION

At the heart of this program is an informed opinion that young children become literate by being nurtured through developmental stages. The emphasis is on learning rather than teaching. Writing and reading grow together, provide insights for one another and nurture the greater process of becoming literate.

As we continue to experience the writing process with the children, our ideas continue to evolve and develop. This program is not intended to be a recipe which must be followed as presented. Each child is unique and if allowed, will indicate his/her own route. Therefore, we invite teachers and pupils to join us in the exciting exploration of literacy.

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